

University-Wide Assessment Report 2008-2009

Office of Institutional Research,
Assessment & Analysis

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Introduction

The University-Wide Assessment Report is an overview of Coastal Carolina University's systematic and ongoing process of collecting information for improving the overall effectiveness of all units across campus. The assessment system, TEAL Online, was designed to provide a complete framework of assessment for all programs, units and departments. This system functions as a repository for the information collected for select assessment activities relative to implementation, documentation, and dissemination of assessment activities and results.

Definition of Assessment at Coastal Carolina University

At Coastal Carolina University, the assessment of institutional effectiveness is not just assessment of student learning. Assessment also takes place in student development and administrative units. ***By including all units, the University acknowledges the fact that a well-rounded college experience goes beyond classroom learning.*** In addition, the administrative units are also part of assessment of institutional effectiveness since these units carry out the business of education and provide vital support services university-wide.

Operational Responsibility for Assessment

The Executive Staff, University Committee on Strategic Management, University-Wide Assessment Committee (UWAC), and three UWAC sub-committees provide leadership and guidance in the assessment process. In support of Coastal Carolina University's institutional priorities and strategies, the UWAC guides the institution in its assessment and accountability practices, and the sub-committees are comprised of members from all three institutional areas: academic colleges and library, division of student affairs, and administrative units. The committees periodically review unit reports in TEAL Online and work with department heads and appropriate vice presidents to ensure assessment data are disseminated to all interested parties. Unit reports are also submitted to the University Committee on Strategic Management and serve as the basis for incorporating assessment into the planning and budgeting process.

To further strengthen the relationship between planning and assessment, the position of Assessment Coordinator was established for each of the four Colleges, the Kimbel Library, and the Division of Student Affairs. These individuals work

collaboratively with the Associate Dean or Director, Department Chairs, and with the faculty of their respective unit. The Assessment Coordinators in the academic colleges also chair the college assessment committees and represent their respective units on the UWAC.

University Strategic Plan and Mission Statement

While developing the strategic plan, an effort was made to explicitly link several key institutional priorities to budgeting and assessment. In an effort to generate continuous improvement, four key and three supporting strategies were enacted and are included in assessment activities across all units. A starting point in the strategic plan is the University mission statement. The assessment system at Coastal Carolina University derives its purpose from this mission statement. ***As of the 2008-2009 academic year, all units reporting in TEAL Online have subsequently developed or modified mission statements specific to their area while broadly supporting the overall University mission.***

Relationship between Strategic Plan and Assessment Reports

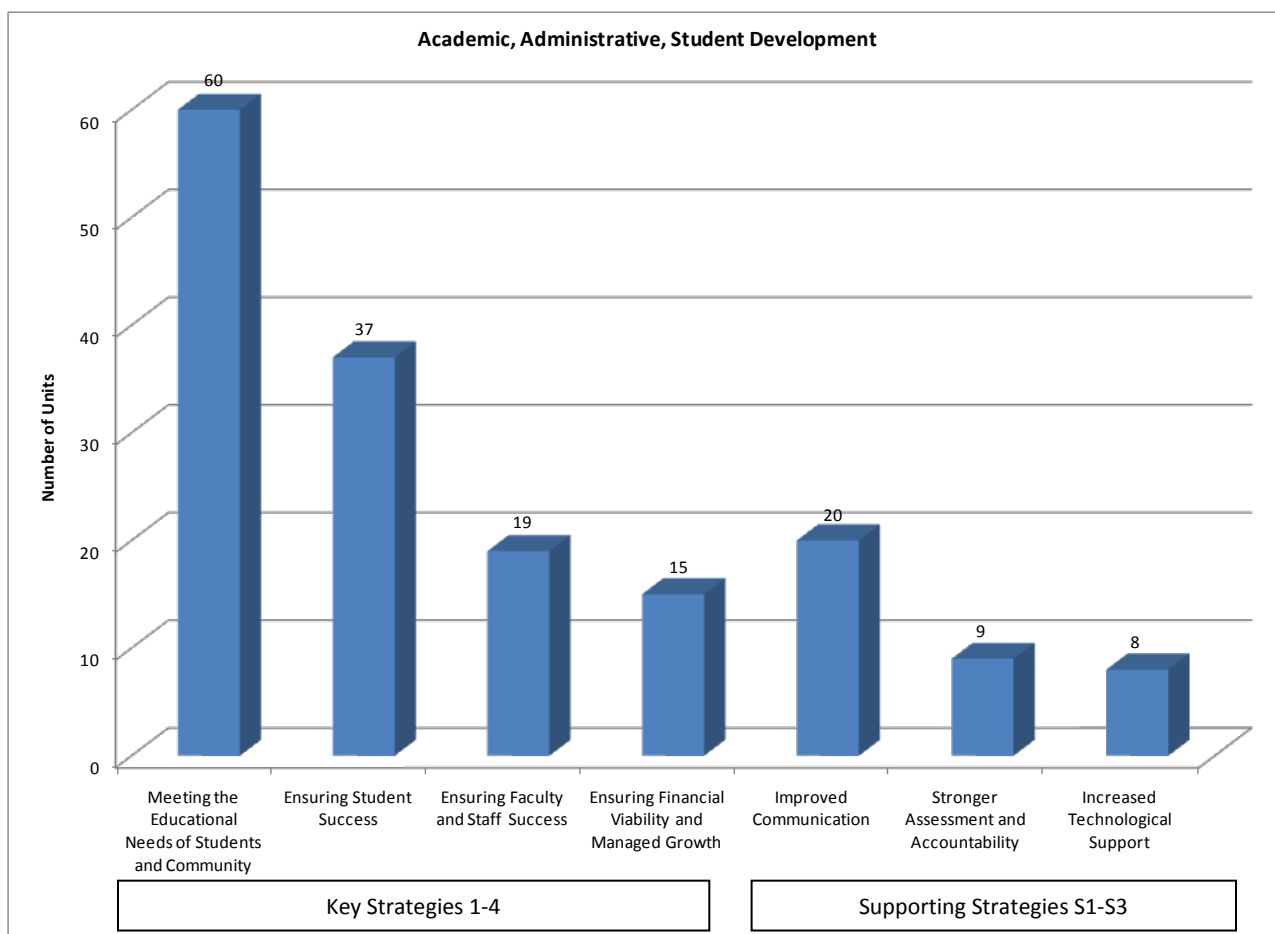
The University strategic plan and assessment system are both based on the institutional mission. However, these two functions are fundamentally different. Strategic planning focuses on preparing the University for change and continuity, while the assessment system focuses on the effectiveness and efficiency of student learning, student development, and administrative units. Within the assessment system, goals and objectives that support the key strategies are developed and assessed. Data from the resulting reports are used for implementing change and future planning.

Reporting Units in TEAL Online

During the 2008-2009 academic year, 85 units in the academic, administrative, and student development units submitted reports using TEAL Online (See Appendix I.). As presented in Figure 1, of these 85 units, ***81 (95%) submitted reports that included goals that aligned to one or more of the four key and/or three supporting strategies.*** Across these three component areas, a total of 168 (unduplicated) key and supporting strategies were

included in unit reports. Unit reports contained goals that aligned to the four key strategies 78% (N=131) of the time while the other 22% (N=37) aligned to supporting strategies.

Figure 1 - Inclusion of Key and Supporting Strategies in Unit Plans
Number of Units (N=81) Aligning to the Strategic Plan
Teal Online 2008-2009



Use of Assessment Results for Improvement

Working together, the academic colleges, library, division of student affairs, and the administrative units use assessment for continuous improvement and accountability. Reports from TEAL Online indicate that most units across campus are using results for planning, engaging in continuous improvement and supporting the university's mission. Below is a sample of the assessment activities and use of results for continuous improvement.

Politics and Geography

Key Strategy 1: Meeting the Educational Needs of Students and Community

Coastal students scored as follows in the Political Thought Section of the Educational Testing Services (ETS) Major Field Test in Political Science:

<u>Academic Year</u>	<u>National percentile</u>
2006-2007	15 th
2007-2008	15 th
2008-2009	20 th

Use of Results for Continuous Improvement: These results are below the departmental goal of the 55th percentile for the political thought section of the test. Based on the data from the previous academic years, the department decided to include POLI 300 *Introduction to Political Theory* plus one additional upper division political thought course as part of the requirements for the major.

Marine Science

Key Strategy 1: Meeting the Educational Needs of Students and Community

Students taking Marine Biology (MSCI 302) took a departmentally designed exam to assess students' mastery of student learning outcomes (SLOs). Comparison on pre- and post-tests show that 82% of students completing the post-test (N=38) showed an improvement relative to the pre-test, with a mean normalized gain of 11.8%. The criterion

(>90% showing improvement) was not met, although the mean score for the post-test was higher, and the pre- and post-test means were significantly different (paired t-test, $P < 0.01$).

Use of Results for Continuous Improvement: Based on the differences in the pre- and post-test means the MSC1 302 instructors will evaluate the assessment tool. The test will be examined for confusing or non-focused questions as well as ensuring that questions capture a true evaluation of student learning in regard to SLOs. The modified test will be re-administered and results used to evaluate the assessment tool and check the validity of the initial results. If results remain consistent, course instructors will then evaluate their instructional approach.

Learning Assistance Centers (LACs)

Key Strategy 2: Ensuring Student Success

The custom Learning Assistance Centers (LACs) Survey was developed to gauge students' satisfaction with services offered in each of the centers. Student satisfaction remains high at each of the centers as evidenced by the proportion of students strongly agreeing or agreeing with the following statements: the tutor/staff was helpful (98.6%), the tutor/staff was friendly (99.3%), using this service was time well-spent (97.8%), my class performance improved as a result of using this service (92.8%), and I would recommend this service/program to others (98.6%).

Use of Results for Continuous Improvement: The data indicates positive student evaluations of the centers and suggests programs and services currently being offered are helpful and worthwhile for students. ***The LACs will increase programs and services offered in an attempt to reach a broader range of students.*** New offerings would also be beneficial for students who have already made consistent use of the current services.

Kimbel Library

Key Strategy 2: Ensuring Student Success

To provide a wide variety of services to library patrons, the Kimbel Library offers a laptop check-out service. Circulation increased from 22,903 laptops checked-out in 2007-2008 to 38,844 in 2008-2009. This data indicates a 69% increase in laptop usage during this period.

Use of Results for Continuous Improvement: Based on the laptop circulation data, plans to increase the availability of units have been implemented. (Note: 60 laptop computers were added to the lending program during the 2010-2011 academic year). Plans for continuous improvement include evaluating the maintenance and repair procedures for laptops with the goal of decreasing the down-time for units. In addition, extended borrowing privileges will be available when the library extends operating hours to 24 hour/day. (Note: Library hours were extended in the 2009-2010 academic year.)

Alumni Relations

Supporting Strategy 2: Stronger Assessment and Accountability

Thirty-five events were hosted by the Office of Alumni Relations during the 2008-2009 fiscal year and this represents a 26% increase over 2007-2008. Events targeted various populations including students, young alumni, baseball fans, softball fans, football fans, and seven different geographic regions. Through these events Alumni Relations interacted directly with 2,597 alumni. Overall participation at comparable alumni events increased by 12% over the previous year.

Use of Results for Continuous Improvement: Identify populations not reached and plan events to attract these groups during 2009-2010 fiscal year. Approach each population differently with communication tools that match the habits of each.

Admissions

Supporting Strategy 3: Increased Technology Support

During 2008-2009 Admissions website metric reports were generated using Google Analytics

tracking software. Reports were generated on a monthly basis to provide access to monthly and year-to-date data. From September 2008 through August 2009, there were 273,427 total visits to the Admissions website. Of these visits, 132,649 were unique visitors and there were a total of 912,499 total page views. The top ten landing pages for visitors were: Admissions home page (133,288 visits), How to Apply page (24,717 visits), Visit page (21,409 visits), Academic Programs page (9,900 visits), Welcome Week informational page (8,834 visits), Information Request page (8,400 visits), Enrollment page (8,211), Orientation Home page (8,073), Virtual Tour page (5,884), and Freshman information page (4,804).

Use of Results for Continuous Improvement: Continued use of data will include generating month-to-month metric reports to compare statistics to the same month in the previous year. Continuous analysis of the monthly metrics will enable Admissions staff to identify specific web pages that may require redesign or removal for lack of interest. Data will also be used to compare visitor location demographics to those of students who actually apply and matriculate in an effort to improve recruitment efforts.

Summary

The collection of data, assessment process and implementation of change is slowly (in 2008-2009) becoming part of Coastal Carolina University's culture of assessment. Changes made across all departments and units across campus are evident and this report provides a snapshot of the far reaching effects of these changes. Through continued faculty and staff training in the assessment process including planning, using data, analyzing results and implementing change, the University will continue to realize the benefits of these activities.

Appendix I Units Using TEAL Online for Reporting (85)

Academic Units (40)

College of Business - Undergraduate

- Accounting (B.S.B.A.)
- Economics (B.S.)
- Finance (B.S.B.A.)
- Management (B.S.B.A.)
- Marketing (B.S.B.A.)
- Resort Tourism Management (B.S.B.A.)

College of Business - Graduate

- Business Administration (M.B.A.)

College of Education - Undergraduate

- Early Childhood Education (B.A.)
- Elementary Education (B.A.)
- Middle Level Education (B.A.)
- Special Ed./Learning Disabilities (B.A.)

College of Education - Graduate

- Education (M.A.T.)
- Early Childhood (M. Ed.)
- Elementary Education (M. Ed.)
- Secondary Education (M. Ed.)

College of Humanities - Undergraduate

- Communication (B.A.)
- English (B.A.)
- Foreign Languages (B.A.)
- History (B.A.)

- Music (B.A.)
- Philosophy & Religion (B.A.)
- Politics & Geography (B.A.)
- Theatre/Musical Theatre (B.A., B.F.A.)
- Visual Arts (B.A.)

College of Science - Undergraduate

- Biology (B.S.)
- Chemistry (B.S.)
- Computer Science (B.S.)
- Exercise & Sport Science (B.S.)
- Gerontology (Certificate)
- Health Promotion (B.S.)
- Marine Science (B.S.)
- Mathematics & Statistics (B.S.)
- Physical Education (B.S.P.E.)
- Physics (B.S.)
- Psychology (B.A., B.S.)
- Recreation & Sport Management (B.S.)
- Sociology (B.A.)

College of Science - Graduate

- Coastal Marine & Wetland Studies (M.S.)

University College - Undergraduate

- Interdisciplinary Studies (B.A.I.S., B.S.I.S.)

Other

- Core Curriculum

Appendix I Units Using TEAL Online for Reporting (85)

Administrative Units (33)

- Academic Testing Center
- Admissions
- Alumni
- Athletics
- BB&T Center for Economic & Community Development
- Biddle Center
- Burroughs and Chapin Center for Marine and Wetland Studies
- Center for Effective Teaching and Learning (CETL)
- Clay Brittain, Jr. Center for Resort Tourism
- Conference Services
- Director of Core Curriculum
- Facilities
- Faculty Ombuds
- Financial Aid
- Financial Services
- Graduate Studies
- Grants & Sponsored Research
- Human Resources & Equal Opportunity
- Information Technology Services
- Institutional Research, Assessment & Analysis
- Jackson Center for Ethics & Values
- Orientation
- Osher Lifelong Learning Institute
- Registrar
- Technology in Education to Advance Learning (TEAL)
- Undergraduate Research/Celebration of Inquiry
- University Academic Center
- University Advancement
- University Communication
- University Relations
- Waccamaw Center for Cultural & Historical Studies
- Wall Center for Excellence
- Wheelwright Auditorium

Student Development (12)

- Campus Recreation
- Counseling Services
- Disability Services
- Greek Life
- Honors Program
- International Programs
- Judicial Affairs and Off-Campus Student Services
- Kimbel Library
- Multicultural Student Services
- Residence Life
- Student Activities
- Student Health Services